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State Islamic University of Sultan Syarif Kasim Riau

THE EFFECT OF EMPIRICAL-ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU



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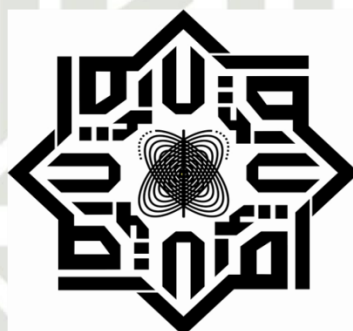
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THE EFFECT OF EMPIRICAL-ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU

Thesis

Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled *The Effect of Empirical-Abductive Model on Students' Writing Ability at Vocational High School Telkom Pekanbaru* that is written by Mutiara Fadhlika SIN.11513203729. It has been accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at the Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

The thesis entitled *The Effect of Empirical-Abductive Model on Students' Writing Ability at Vocational High School Telkom Pekanbaru* was written by Mutiara Fadhlika SIN.11513203729. It has been accepted and approved to be examined in the final examination by the Examination Committee of Undergraduate Degree on Jumadil Awal 4th, 1441 H/December 30th, 2019 M at Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau. It is submitted to fulfill one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

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This paper is intended to fulfill one of the requirements for getting an Undergraduate degree of the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan SyarifKasim Riau.

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Pekanbaru, December 2019
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ABSTRACT

MetiaraFadhlika (2019): The Effect of Empirical-abductive Model on Students' Writing Ability at Vocational High School Telkom Pekanbaru

The purpose of this research is to examine if there is any significant effect of Empirical-abductive Model on Students' at the tenth grade student of Vocational High school Telkom Pekanbaru. There were 30 students as samples by using purposive sampling technique. This research approach was quantitative method and the technique used in this research was a Pre-experiment design. In collecting the data, the writer used written test. In analyzing the data the writer used descriptive statistic and paired sample t- test formula calculated by using SPSS 21 version to analyze the data. The result of data analysis showed that there is a significant effect of using Empirical-abductive model on students' writing ability, in which the sig (2-tailed) 0.000 had less value than 0.05. Thus, H_a is accepted and H_o is rejected. Furthermore, there is a significant effect of using Empirical-abductive model on students' writing ability at Vocational High School Telkom Pekanbaru

Key word: *Empirical-abductive model, Writing Ability.*



ABSTRAK

MetiaraFadhlika, (2019): Pengaruh Model Empirical-Abductive terhadap Kemampuan Menulis Siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru

Tujuan dari penelitian ini adalah untuk menguji apakah ada pengaruh signifikan setelah dan sebelum menggunakan dari Model empiris-abduktif terhadap Siswa pada siswa kelas X di Sekolah Menengah Kejuruan Telkom Pekanbaru. Ada 30 siswa sebagai sampel dengan menggunakan teknik purposive sampling. Pendekatan penelitian ini adalah metode kuantitatif dan teknik yang digunakan dalam penelitian ini adalah pra-eksperimen design. Dalam mengumpulkan data, penulis menggunakan testertulis. Dalam menganalisis data penulis menggunakan statistic deskriptif dan rumus paired smple t-test berpasangan sampel dihitung dengan menggunakan versi SPSS 21 untuk menganalisis data. Hasil analisis data menunjukkan bahwa ada pengaruh yang signifikan menggunakan model empiris-abduktif pada kemampuan menulis siswa, di mana sig (2-tailed) 0,000 memiliki nilai kurang dari 0,05. Dengan demikian, H_a diterima dan H_o ditolak. Selain itu, ada pengaruh yang signifikan menggunakan model empiris-abduktif pada kemampuan menulis siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru.

Kata kunci: *Model Empirical- abductive, Kemampuan Menulis.*

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ملخص

موتيارا فضلك، (٢٠١٩): أثر نموذج التجربة الخطفية في القدرة على الكتابة لدى التلاميذ في مدرسة
تلكوم الثانوية المهنية بكنبارو

إن هدف البحث هو لمعرفة أثر هام من استخدام نموذج التجربة الخطفية في القدرة على الكتابة لدى
تلاميذ الفصل العاشر بمدرسة تلكوم الثانوية المهنية بكنبارو. فهناك ٣٠ تلميذا يكونون عينة للبحث وحصلت
عليها الباحثة من خلال المعاينة المادفة. وطريقة البحث هي طريقة كمية والتصميم المستخدم هو تصميم ثلثيه
التجربة. والبيانات حصلت عليها الباحثة من خلال الاختبار التحريري. وفي تحليل البيانات استخدمت الباحثة
تحليل الوصف الإحصائي وصيغة العينات التزاوجية لاختبار-t وذلك بمساعدة برنامج الحزمة الإحصائية للعلوم
الاجتماعية ٢١. ونتيجة البحث تدل على أن هناك أثرا هاما من استخدام نموذج التجربة الخطفية في القدرة على
الكتابة لدى التلاميذ حيث أن سج (٢-ذيل) ٠,٠٠٠. نتيجته أقل من ٠,٠٠٥. فالفرضية البديلة مقبولة والفرضية
المبدئية مردودة. وفضلا عن ذلك إن هناك أثرا هاما من استخدام نموذج التجربة الخطفية في القدرة على الكتابة
لدى التلاميذ بمدرسة تلكوم الثانوية المهنية بكنبارو.

الكلمات الأساسية: نموذج التجربة الخطفية، القدرة على الكتابة.



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CURRICULUM VITAE



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four skills that must be mastered in the end of learning English by students. In learning English process, writing is not an easy work. It takes time to study and practice as to develop this skill. For both native speakers and novice learners of English, it is important to note that writing is a process not a product, writing is not a spontaneous product.

According to Oshima AndHogues (1999:3) meaning that a piece of writing, whether it is a composition of English class or short story, is never complete; that is possible to review and revise and review and revise again.

Moreover, the goal of basic competence of English at vocational high school Telkom are students are able to write simple text by using appropriate grammar. Unfortunately, the teacher face some problems in writing such as, some of students are not able to write simple text with appropriate grammar, difficult to develop their idea into the text and others.

In teaching writing, teacher must have good ability and strategy to teaching writing, one of them is Empirical-abductive. According to Lawson (1989: 47) states that Empirical-abductive model is one of the certain model to solve the problem in writing. This model is a part of learning cycle models. This model show that the students are no longer viewed as an object in learning, but the students are beings that have the ability to evolve based on their own schemata ability. These schemata will develop if students are given

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the opportunity to interact with the environment. This model will help students to think critically and become remember that they create in studying for long time through the three stages of learning cycle model in the Empirical-abductive model.

There are several reason that the writer to choose this topic, the writer want to help teachers to find the right model to solve the problem, and the writer have a great interest on this problem. The writer want to try to solve the problem in teaching writing especially at senior high school and also to help students in learning writing well in a fun way in writing

The main point of Empirical-abductive model is critical thinking, where the teacher fishing the students to be critical thinking and open minded when solve the problem in learning. According See Langer & Applebee (1987) a writing which stimulate to engage in critical thinking is believe more effective than traditional method of writing. So, in English learning should have critical thinking to create pattern in their good writing ability.

SMK TELKOM is one of school in Pekanbaru. As a formal institution this school conduct English subject to the students. English subject is an important subject at this school because the goal of teaching English subject in that school how to students know English and English language is second languages, so the students are able to comprehend and making of the text in English.

In SMK Telkom, English has been taught since the first year of English teaching period. The students learn English subject one week with duration about 45 minutes for each meeting. In this school, teacher taught the

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students by using conventional technique with teacher centered in teaching writing.

During the activity, teacher explained about text that they were learning, such as kind of text and generic structure by giving an example the teacher gave instruction to students to read the example of the text or article about the topic and should understand about what the text talks about, then the teacher gave a new topic to the students and asked them to write a text. By implementing this learning model , students were expected to be able to understand about kind of text especially the descriptive text. In reality, students could not get the point of purpose in teaching process.

Based on the preliminary observation and interviewed to the English teacher there, in learning activity the students will begin the task after the teacher already share the detail direction, such as the purpose of the text, generic structure, text organization and language feature. Nevertheless, this learning model did not seem to give significant effect on improving students' writing descriptive text ability.

Based on the writers' observation, the students have been taught writing maximally, but in fact, the students writing ability are still far from the expectation of the curriculum. It can be proved from minimum passing grade of students. The standard competence for English lesson in SMK Telkom is 70.

After the writer doing preliminary study in SMK Telkom Pekanbaru the writer found the following phenomena:

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1. Some of students still confuse to find out mind idea of the text
2. Some of students are difficult to develops and organize ideas in written form.
3. Some of students have mistake in grammatical devices.
4. Some of students are not able to conclude the text.
5. Some of students still confuse to find out the detail information of the text.

To improve the students' ability in writing descriptive text needs appropriate learning models to help them as solution for their problems. Based on the phenomena that writer found, thus the writer would like offer a different learning style in order to the students' English skill in writing descriptive text better, called by Empirical-abductive style. The basic idea of this style is that gives the opportunity for each students to it's to train them to develop and express their idea in written form.

Based on phenomena above, the writer is in interested in conducting an experiment research entitled “ **The effect of Empirical-Abductive model on Students' writing ability at Vocational High School Telkom Pekanbaru**”

B. The Problem

1. Identification of problem

Based on background problem above, there are many problems that can be identified, we can notice apparently that some of students still faced difficulties in learning English, especially in Writing. And the writer is going to identify the problems as follows:

- a. How is students grammatical device in writing ?

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- b. How good is students ability to develop paragraph in writing ?
- c. what the factors that make students difficulties to develop paragraph in writing?
- d. what the factors that makes have low motivation to organize idea in writing?
- e. what the factors that make the students have lazy to learn English especially in writing?

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research. Considering the limitation of the writer in investigating the problems of the research, thus, these research problems are focus on Students' Ability on Writing descriptive Text.

3. Formulation of the Problem

Based on limitation of the Problem above, the writer will be formulated in these following question : Is there any significant difference of students' writing ability between before and after by using Empirical-abductive model ?

C. Objective and Significant of the Research

1. Objective of the Research

To know the significant difference of students' ability in writing descriptive text before and after by using Empirical-abductive model at SMK Telkom Pekanbaru.

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2. Significant of the Research

- a. Hopefully this research is able to benefit the writer as a novice research, especially in learning how to conduct research.
- b. These research finding are also expected to be useful and valuable especial for students and teachers of English of tenth grades at vocational high school Telkom pekanbaru to be consideration in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- d. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories of language teaching.

D. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on the several reasons:

1. The writer is very interested in carrying out this research in order to know the effect of empirical-abductive model on students' writing ability a vocational high school Telkom Pekanbaru.
2. This research is relevant to her status as an English students of English Education Department of State Islamic University Sultan Syarif Kasim Riau.
3. This research is is not yet investigated by other previous researches.

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4. The location of the research facilitates the writer for conducting the research.

E. Definition of the Term

1. The Effect

Something that is produce by a cause or the result of an action. In this research effect is the result of implementing Empirical-Abductive model to the students' descriptive writing ability.

2. Empirical-Abductive model

Series of learning activities that implemented through three stages, there are exploration, concept introduction, and application of the concept. These three stages involves the students actively and creatively in the process of learning from the construction that was develop based on the fact, and their own schemata. In this research, Empirical-abductive is used to teach writing in ten grade students' Vocational high school Telkom pekanbaru.

3. Writing Ability

The ability to put pen and papper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer. In this research, it means that the respondents of the research are asked to express their ideas in form of writing a text by using Empirical-Abductive model.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Writing Ability

Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms.

Meyers (2005:2) said that writing is a way to produce language you do naturally when you speak. writing is speaking to other on paper or on computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. in addition Palmer (1994:5) states that writing is recursive. It goes back and forth we plan a little, put word on paper, stop to plan when we want to say next, go back and change a sentence, or change our mind altogether.

Harmer (2004: b.86) also says that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. According Boardman (2002:11) says that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to

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organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

So, based on the explanation above writing is a skill that used a way to produce language that comes from our mind. It is written on a paper or a computer screen.

In writing ability is among the four language skills, writing is more complex than listening, speaking, or reading. This idea is supported by Harmer (2004) stated that indicates that the reason why learning to write is important because writing ability has to be consciously learned. It is unlike spoken language which can be acquired naturally as a result of being exposed to it. In addition Krashen (2004,2005) also stated that writing makes us smarter since it is a powerful means of helping us solve problems. He mentions that the ability to use writing to solve problems is from the knowledge of the composing process.

According to Johnson Andrew P (2008: 179-180) also said that writing is not an easy thing to do. Writing skills can be developed by practice. And there are steps in the writing process. Oshima and Hogue (1999:3) states that there are four main stages in the writing process:

a. Prewriting

Step 1 : choosing and narrowing a topic

When you are given a free choice of topics and can write about something you are interested in, then you must narrow the

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subject of your paragraph to a specific focus so that you can write about it clearly and completely.

Step 2 : Brainstorming

After you have chosen a topic and narrowed it to a specific focus, the next prewriting step is to generate ideas. This is done by a process called brainstorming. Brainstorming for ideas can get you started writing more quickly and save your time in the later stages of the writing process. Three useful brainstorming techniques are listing, freewriting and clustering.

1) Listing

Listing is a brainstorming technique in which you think about your topic and quickly make a list whatever word or phrases come into your mind. Your purpose is to find a specific focus for your topic.

2) Freewriting

Freewriting is a brainstorming activity in which you write freely about a topic because you are looking for a specific. While you are writing, one idea will spark another idea. As many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic or organization.

3) Clustering

Clustering is another brainstorming activity that you can use to generate ideas. Here's how to use this technique: in the

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center of your paper, write your topic and draw a “balloon” around it. This is your center, or core balloon. Then write whatever ideas come to you balloons around the core. Think about each of these ideas and make more balloons around them Oshima and Hogue(p : 3-8).

b. Planning (outlining)

Step 1 : making sub lists

The first step toward making an outline is to divide the ideas, list further into sub lists and to cross out any items that don’t belong or that are not useable.

Step 2 : Writing the topic sentence

Step 3 : Outlining

In an outline, you write down the main points and sub points in the order in which you plan to write about them Oshima and Hogue (p: 8-10)

c. Writing and Revising Draft

Step 1 : Writing the first Rough Draft

- 1) Write down the topic sentence and underline it.
- 2) Skip one or two lines per line of writing and leave margins on one inch on both sides of the paper.
- 3) write your paragraph, following your outline as closely as possible.
- 4) Don’t worry about grammar, punctuation, or spelling.

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Step 2 : Revising content and Organization

- 1) Read over your paragraph carefully for general overview. Focus on the general aspect of the paper and make notes in the margins so that you can rewrite parts that need to be improved.
- 2) Check to see that you have achieved your stated purpose.
- 3) Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- 4) Check to make sure that the topic sentence is developed with sufficient supporting details. Be certain that each paragraph gives the reader enough information to understand the main idea. If the point lacks sufficient information, make notes in the margin such as “add more details” or “add an example” make sure that you haven’t used general statement for support.
- 5) Check your use of transition signals
- 6) Finally, does your paragraph have or need a concluding sentence?, if you wrote a final comment is it on the topic?

Step 3 :Proofreading the second Draft

- 1) check over each sentence for correctness and completeness : no fragments and no choppy or run on sentence.
- 2) check over each sentence for a subject and a verb, subject – verb agreement, correct verb sentence, etc

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3) check the mechanics : punctuation, spelling, capitalization, typing errors, etc.

4) change vocabulary word as necessary.

Step 4 : Writing the final copy

Now you are ready to write the final copy to hand in. your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy don't be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product Oshima and Hogue(p : 10-12).

In addition Tompkins (2004) stated that the teacher use five levels of support to teach writing, from modeled writing at the highest level, independent writing at the lowest level. Model writing means that teachers demonstrate or model how expert writers write and students just observe. In shared writing, the teacher and students compose a text together.

The teacher record students' ideas and creates written text for the classroom that students could not write independently. In interactive writing, teachers and students create a text and "share the pen" to write the text. In guided writing, teachers scaffold students' writing by planning structured writing activities, such as building a

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writing experience, teaching the use of the writing process. Students do the actual writing.

So, based on the explanation above writing is an idea or experience written in accordance with process step by step with teacher guidance in order to achieve the real result.

2. Writing Ability of Descriptive text

There are some definitions about description. The first is from Schacter. According Schacter (2007: 15) he said, that descriptive writing describes a person, place or thing in a way that enables the reader to capture the description. Based on Irvine (2000: 34), the other definition is presenting details an object to the readers as clearly as possible. Than Kane (1987:7) states that, description is also about sensory experience-how something looks, sounds and tastes based on the readers opinion.

Based on handbook “Easy English Learning” (2007:6), in descriptive text there are some elements, they are generic structures and language features. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. The students must be mastered about the generic structure of descriptive text before they write descriptive text.

The generic structures of descriptive text are introduction (identifies phenomena to be described), description/ content (describes parts, qualities, and characteristics), and conclusion. According to Mark

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(2003:26-27) the first generic structure is a general opening statement in the first paragraph (introduction), the second is a series of paragraph about the subject (description) and the last is conclusion.

a. Introduction / identification

The statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what the subject.

b. The content of a text Descriptive

Each paragraph usually begins with a topic sentences. The topic sentences previews the details that will be contained in the remained of the paragraph. Each paragraph should describe one feature.

c. Concluding paragraph

The concluding paragraph signal the end of the text in descriptive text, the writer many not include a conclusion in his or he description writing. To make the explanation above clearer, it is necessary to see the following example.

While in language features there are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, next, use of simple present tense.

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Example Text Descriptive:

SNAKES

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, squamata) but from a sub-group of their own (serpents). Snakes have two legs but a long time ago they had claws to help them slither along. (Identification) Snakes are not slimy.

They are covered in scales which are just bumps on the skin. The skin is hard and glossy to reduce frictions is as the snakes slithers along the ground. Snakes often sun-bake on rocks in the warm weather. This is because snakes are cold-bloods and they need the sun's warmth to heat they body up.

Most snakes live in the country. Some types of snakes lives in trees, some lives in water, but most live on the ground indeseerted rabbit burrows, in thick, long grass and in old logs. A snakes diet usually consists of frogs, lizards, and mice and other small snakes. The Anaconda can eat small crocodiles and even wild boars. (Descriptions)

Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away likes the Cobra. The flying snakes glides away from danger. Their ribs spread apart and the skin stretches out.It's technique is just line the sugar gliders. (Conclusion)

From the descriptions above, it can be concluded that descriptive writing is the effort of the writer to explain a certain

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person, place, or thing to the readers as clearly as possible based on the writers perspective.

The characteristics of descriptive writing based on Schacter (1984) are:

- a. Sensory details.
- b. Precise language (cow instead of animal; mansion instead of home).
- c. Comparisons (under the jeweled sky; speaks like a queen).
- d. Strong verbs (She slammed the bag down).
- e. Hyperbole (faster than a thunderclap; hard as a stone).

The students should do some activities in descriptive writing, such as:

- a. Organizing their thinking logically.
- b. Searching for and communicate in details.
- c. Defining people, places and things .
- d. Writing with clarity and purpose.

Description is the most important text type that the writer must comprehend. By description skill, the writer can make a good classification of a certain object based on his/her experience, observation and interaction to the object.

The description can be done subjectively and objectively. Description is also used in the other text types, such as narrative, procedure , or recount. This part is mentioned in the opening paragraph

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before giving an explanation. Narrative text also uses this genre. The writer may use it to develop characterization or give the opinion about a certain setting or theme. Usually the students describe about:

- a. Explaining a picture : This is a forest. There are lots of animals and tress there.
- b. Giving opinion about a character or place in a story :Romeo is an interesting character in Romeo and Julliet story. He has colorful hair that changes the color all the time and he wears a hat that speaks.
- c. Reporting on an animal: A platypus is a monotreme. It has a bill and sharp claws. It lives in and near streams and is seen by people rarely.

In this research, the students are asked to describe place. The place that is chosen is historical place. While many texts, both factual and non factual, make use of describing to differing degrees, some texts, like information reports, are predominantly about description. They formally describe phenomena from a technical point of view.

In learning process would provide a chance for students to be students centred in developing in syllabus this research will refer to the practical use of the language rather than the theoretical use. The English syllabus model aim to gave teacher and students suitable learning material related to the prospective work place.

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According to Dr. Kevin L. Ferguson Students will be expected to examine the curricular, pedagogical, and theoretical contexts that shape teaching and learning as a way to begin developing their own composition pedagogies. The course focuses on both concrete teaching practices course and assignment design, conferences and peer work shopping, feedback and evaluation) and larger theoretical issues the circulation of literacy, formula writing, language standards, and technology.

3. Nature of Empirical- abductive

According to Lawson (1989 :47-51), he states three types of learning cycles models, there are : descriptive, Empirical-abductive, and hypothetical-deductive. The essential difference among the three is the degree to which students merely attempt to describe nature or explicit generate and test alternative hypothetical-deductive.

In descriptive learning cycle, students discover and describe an empirical pattern within a specific context (exploration). The teacher give it a name (term introduction), and the pattern is then identified in additional context (concept application). This type of learning cycle is called *descriptive* because the students and teacher are describing what they observe without attempting to explain their observations. Descriptive learning cycle answer the question “what” but do no raise the causal question “why”.

In Empirical-abductive Learning cycle, students again discover and describe an empirical pattern I a specific context (exploration) but go

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further by creating possible causes of that pattern. This requires the use of abduction to transfer term and concept learned in other context to this new context (term introduction).

The term may be introduced by students, the teacher, or both. With the teacher's guidance, the students then sift through the data gathered during the exploration phase to see if the hypothesized causes are consistent with those data and other known phenomena (concept application).

In order word observation are made in descriptive fashion, although this type of learning cycle goes furhet to Lawson (1989) also states that use of learning cycle provide students with the opportunity to reveal alternative belief and to argue and test them-that is, so self regulate and construct more adequate conceptions and develop thinking patterns.

Based on Lawson opinion above, the use of Empirical- abductive learning cycle can improve mastery of concept and problem solving skills of students.

The following steps are utilized in preparing and using Empirical- abductive of learning cycles :

Empirical-abductive :

- a. The teacher identifies some concepts to be taught
- b. The teacher identifies some phenomenon that involve the pattern upon which the concept
- c. Exploration phase : the teacher raises a descriptive and causal question
- d. Students gather data to answer the descriptive question
- e. Data to answer the descriptive question are displayed on the board

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- f. The descriptive question is answered and the causal question is raised
- g. Term introduction phase : term are introduced that relate to the explored phenomenon and to the most likely hypothesized explanation
- h. Concept application phase : additional phenomena are discussed of explored that involve the same concept.

Table II.1
Technique Using Empirical-abductive of Learning Cycle Model

	OBSERVATIONS	PRINCIPLES
A	The teacher identifies some concept(s) to be taught	Writing in descriptive text about historical place is the target concept to be taught from the beginning of instruction
B	The teacher identifies some phenomenon that involves the pattern upon which the concept(s) is based	The teacher give some picture or video about historical place with infokus
C	Exploration Phase : the teacher raises a descriptive and causal question	“causal question” can be Improved metacognition can facilitate both formal and informal learning. It can improve the performance of new tasks on the job and help teams problem solve more effectively. Brown claims that two versions of metacognition are often confused, namely 'the essential distinction between self regulation during learning' and 'knowledge of, or even mental experimentation with, one's own thoughts' (Brown et al 1983).
D	Students gather data to answer the descriptive question	the teacher give descriptive and causal question/ 5W + 1H about the picture that showing infocus
E	Data to answer the descriptive question are displayed on the board	The teacher should demonstrate not explain or translate. It is desirable that students make a direct association between the target language and meaning
F	The descriptive question is answered and the causal question is raised	“Descriptive question” need answers that contain definitional information about the search term or describe some special events. “causal question” like a 5W + 1 H
G	Alternative hypotheses are	They include seeking conceptual

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	OBSERVATIONS	PRINCIPLES
	advanced to answer the causal question and the already gathered data examined for their initial test	(theoretical) understanding, posing empirically testable and refutable hypotheses, designing studies that test and can rule out competing counterhypotheses, using observational methods linked to theory that enable other scientists to verify their accuracy, and recognizing the importance of both independent replication and generalization. It is very unlikely that any one study would possess all of these qualities. Nevertheless, what unites scientific inquiry is the primacy of empirical test of conjectures and formal hypotheses using well-codified observation methods and rigorous designs, and subjecting findings to peer review. It is, in John Dewey's
H	Term introduction phase : terms are introduced that relate to the explored phenomenon and to the most likely hypothesized explanation	The students observation and description about historical place and explain the phenomena
I	Concept application phase : additional phenomena are discussed or explored that involve the same concept(s)	students should be given opportunities to develop strategy based on behaviors believe that learning actually occurs when new behaviors or changes in behaviors are acquired through associations between stimuli and responses in B.F.Skinner

Learning cycle empirical-abductive can enhance students skills in writing a poem. the write research is use the same learning cycle model. however, the study authors do not exactly same. the differences are the writer focus on English language and descriptive text

Empirical-abductive model in descriptive text other that students easy in descriptive text and can improve their writing ability, because Empirical-abductive model will help students construct and develop skill

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in using the thinking patterns essential for independent, creative, and critical thought and again confidence to write the descriptive text.

in learning process would provide a chance for students to be students centred in developing in syllabus this research will refer to the practical use of the language rather than the theoretical use. The English syllabus model aim to gave teacher and students suitable learning material related to the prospective work place.

According to Dr. Kevin L. Ferguson Students will be expected to examine the curricular, pedagogical, and theoretical contexts that shape teaching and learning as a way to begin developing their own composition pedagogies. The course focuses on both concrete teaching practices course and assignment design, conferences and peer work shopping, feedback and evaluation) and larger theoretical issues the circulation of literacy, formula writing, language standards, and technology.

B. Relevant Research

Relevant research is required to observed some previous the writer conducted by other researcher in which they are relevant to our research it self. In fact, there are previous the writer are in regarding with Empirical-abductive models. There are as the :

1. **Nur Candra Eka Setiawan LIKHITAPRAJNA. Jurnal Ilmiah. Fakultas Keguruan dan Ilmu Pendidikan ISSN: 1410-8771. Volume 19, Nomor 1, hal 13-25.***Pengaruh Model Pembelajaran dan*

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Kemampuan Awal terhadap Hasil Belajar dan Kemampuan Berpikir Tingkat Tinggi

The scientific experience which was implemented in Hypothetical Deductive Learning Cycle (HDLC), Student Teams Achievement Divisions (STAD) and Direct Instruction method (DI) was expected to be able to improve the students' achievement and higher order thinking skills.

This research aimed to know the difference of the effect of using HDLC, STAD and DI based on prior knowledge on the chemical equilibrium toward achievement and high ordered thinking skill of XI IPA SMAN 1 Turen students. The Instrument validity and reliability test showed that 30 questions were valid with content validity of 95,3% and the reliability of 0,917.

Data was analyzed using program Statistical Package for Social Sciences 16.0 version for windows on significance degree $\alpha(\alpha)= 0,05$ with ANOVA test. The research showed that

(1) There was a difference on students' achievement and high order thinking skills of science XI SMAN 1 Turen students using HDLC, STAD and DI on the chemical equilibrium;

(2) There was a difference on students' achievement and high order thinking skills of science XI SMAN 1 Turen students with high and low level of prior knowledge on the chemical equilibrium;

(3) There was a difference of students' achievement and high ordered thinking skill using HDLC, STAD and DI with different prior knowledge.

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2. **Dwi Susanti and Upik Rahma Fitri Department of Physics Education, Universitas Negeri Jakarta, (13220), Indonesia** *Empirical Abductive Learning Cycle Model in Improving College Students' Problem Solving Skill in Basic Physics.*

This study aims to determine the effectiveness of the use of empirical abductive learning cycle models in an effort to improve problem solving skills in students participating in basic physics lectures. The method used is a quasiexperimental method with the design of "Randomized Control Group Pretest-Posttest Design".

The study population was students who took basic physics courses at the Faculty of Mathematics and Natural Sciences, Jakarta State University. The study sample was taken in two classes. The experimental class got the abductive cycle learning model and the control class got the conventional learning model.

Research data were collected through research instruments in the form of problem solving ability tests in the form of essays. Conclusions are drawn based on the results of the analysis with processing techniques using the SPSS program. The results showed that the use of empirical learning cycle learning models can significantly improve student's problem solving abilities compared to the use of conventional learning models.

The average problem solving ability of n-gain for the experimental class is 0.65 (medium category) and the control class is 0.35 (medium category). From the comparison of the average n-gain concept mastery and

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problem solving abilities in the two classes, it shows that the application of the learning cycle learning model empirically is more effective in improving problem solving skills than the application of conventional learning models.

3. Integrated Empirical Abductive Learning Cycle 5E Model on the Energy Theme to Improve Student's Concept Mastery and Critical Thinking Skills in Junior High School

This study was aimed to identify student's concept mastery and critical thinking skills through the use of empirical abductive learning cycle 5E model. This study was conducted at one of SMP in Depok for the 2015/2016 academic year. It used quasi experiment method with nonequivalent pretest-posttest control-group design.

There were two classes involved, the experiment class where the students using empirical abductive learning cycle 5E model, while the control class using learning cycle 5E model without empirical abductive. Data was respectively collected and analyzed by using student's concept mastery test and critical thinking skills test and data analysis tools SPSS version 18.

The result shows that there is a significant difference in student's concept mastery and critical thinking skills of the experiment class compared to the control class. It can be concluded that student's concept mastery and critical thinking skill who using empirical abductive learning cycle 5E model performed better significantly.

4. The Effect of Empirical-abductive Model on Students' Writing Ability of Second Year at SMPN 22 Pekanbaru.

this research is an Experimental research. The sample of the research has two groups; experimental group which taught by using Empirical-abductive model as their treatment and control group which is not. The research is conducted at the second year students of SMPN 22 Pekanbaru that are in 2012/2013 academic year.

The research finding showed that the improvement of students' writing test in experimental group is bigger than is the control group. The improvement of students writing ability (pre test –post test) in experimental group as 32.96 point is bigger than it is in control group as 8.79 point. Based on research finding it means that there is any significant positive effect of using empirical-abductive model on students writing ability of second year students at SMPN 22 Pekanbaru.

C. Operational Concept

Operational concept is as concept used to give an explanation about theoretical framework to avoid misunderstanding and misinterpretation of the research. There are two variables in this research. They are variable X as independent variable, namely Empirical-abductive model and Y as dependent variable, namely students' writing ability.

1. Variable X is Empirical-abductive as independent variable. The following indicators: Based on Lawson E anton (1989) the indicators Empirical-abductiveare :

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- a. the teacher identifies some concept (s) to be taught descriptive text about historic place.
 - 1) Giving the picture/giving video about historic place with infocus
 - b. The teacher give descriptive and causal question/ 5W + 1H about the picture that showing infocus.
 - 1) Exploration Phase : the teacher raises a descriptive and causal question
 - 2) Students gather data answer the descriptive question
 - 3) data to answer the descriptive question are displayed on the board
 - 4) the descriptive question is answered and the causal question is raised
 - c. alternative hypotheses are advance to answer the causal question and the already gathered data are examined for their initial test.
 - d. term introduction phase : term are introduced that relate to the explored phenomenon and to the most likely hypothesized explanation.
 - e. concept application phase : additional phenomena are discussed or explored that involve the same concept.
2. Variable Y is Writing Ability as dependent variable. Based on Syllabus (Dr. Kevin L. Ferguson) Are follows:
 - a. The students are able to write opinions about the topic discussed responsibly.
 - b. The students are able to write the main problem in descriptive text

- c. The students are able to write the opinion about historic place and illustration as supporting.
- d. The students are able to write the conclusion that restates the opinion about that historic place in descriptive text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumed that the students in experimental class has better writing ability after taught by using Empirical-abductive. Then, it is also assumed that there is a significant difference between before and after by using of Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru

2. Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

- Ho : There is no significant difference before and after of Empirical-abductive model on students' writing ability.
- Ha : There is a significant difference before and after of Empirical-abductive model on students' writing ability.

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CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The research method used in this research is quantitative research. The goal of this research is to know the effect of empirical- abductive model on students' writing ability at vocational high school Telkom pekanbaru. In this case the independent variable (X) will be teaching writing by using empirical-abductive model and dependent variable (Y) is students' writing ability.

This research was an experimental research. According to Creswell (2008: 299), in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. There are several types of Experimental research design. Sugiyono (2006: 81) states that some types of experimental research design are pre experimental design, true experimental design, factorial design and quasi experimental design.

The type of the experimental research design used in this research is Pre-experimental design. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some treatment presumed to cause change.

There are some form of the Pre-experimental design, those are one-shot case study, one group pre-test and post-test design and intact group comparison. This study classified in to experimental research that use one group pre test and post test design. In the one group pre-test and post-test

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design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before it by applying pre-test.

A pre-test provides a measure on some attribute or characteristic that the researcher assesses for participants in an experiment before the group receives a treatment, while a post-test measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008:301).

The test illustration of one group pre-test and post-test design is seen in this table (Donald T. Campbell and Julian C. Stanley, 1963: 7)

Table III.1
The Illustration of Research Design

Pre-test	Treatment	Post-test
O1	X	O2

X : Empirical-abductive model treatment

O1 : Students' writing ability before taught by using Empirical-abductive model

O2 : Students' writing ability after taught by using Empirical-abductive model.

The procedures of pre-experimental research that use one-group pre-test and post-test design in this study are described as follows:

1. Administering a pre-test (O1) with a purpose of measuring writing ability of tenth grade students at SMK Telkom Pekanbaru before applying treatment.

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2. Applying the experimental treatment (X) teaching writing ability by using Empirical-abductive model to the tenth grade students at SMK Telkom Pekanbaru.
3. Administering a post-test (O2) with a purpose of measuring writing ability of tenth grade students at SMK Telkom Pekanbaru after applying treatment.

In this research, the writer use experimental research with quantitative approach. The writer wants to know the effectiveness of using Empirical-abductive model on students' writing ability of the tenth grade at SMK Telkom Pekanbaru. Since the design belongs to pre-experimental, the writer used purposive sampling in determining the sample.

In purposive sampling sample elements are judged to be typical and representative. Based on the criteria made and recommendation from the English teacher, the writer decided to take X ADP that consists of 30 students. The effectiveness was known after finding out the significant difference between the students taught before using Empirical-abductive model and after using Empirical-abductive model by comparing pre-test and post-test score.

B. Location and Time of the Research

This research was conducted at vocational high school Telkom pekanbaru, which located on Jl.Esemka No.5, SimpangBaru, Tampan, Kota Pekanbaru, Riau 28291. The research held on October to November 2019.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was tenth grades students at vocational high school Telkom pekanbaru.

2. Object of the Research

The object of this research was the Empirical-abductive model on students' writing ability.

D. Population and Sample of the Research

1. Population

The population of this research was the students at tenth grades of vocational high school Telkom pekanbaru. They consisted of 239 students, it has 9 classes. The specification of the population can be seen as follows:

Table III. 2
The Population of the Tenth Grades of Vocational High School
Telkom Pekanbaru

No	Class	Number of Students
1	TKJ 1	33
2	TKJ 2	32
3	TKR 1	33
4	TKR 2	33
5	TSM	29
6	ADP	30
7	AK/PH	26
8	TELKOM/ELEKTRO	23
TOTAL		239

2. Sample

The population is large enough to be taken all as sample of the research. Based on the limitation of the research, The writer choose purposive sampling allows the writer by using their english teacher

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judgment to choose appropriate sample for collecting the data that need and usually based on prior information sampling. In this case the writer takes tenth grade students in ADP class because the teacher said ADP class have more inteseted in English than other class, interested here means that the students' just interest for English not for learning English.

E. Technique of Collecting Data

In collecting the data, the writer used the test technique. The writer gave a written test to students. Brown (2004:236) states that writers need to be aware of the task that has been demanded and focus on the genre of writing and the expectations of the genre. In this research, the test divided into two ways pre-test is given before the treatment and post-test is given after giving treatment.

The writer used some test as the instrument of this research. It used to find out how there is a significant difference between before and after using Empirical-abductive model to increase the students' ability in writing descriptive text. The material of the test based on the lesson plan of tenth grades Vocational high school Telkom Pekanbaru.

The test done through giving the students a command to write a descriptive text by using Empirical-abductive model for Post Test and before using Empirical-abductive model for Pre Test. In order to analyzed the students' ability in writing descriptive text, have reach score based on KKM (the minimum of students' passing grade) of English lesson in vocational high school Telkom pekanbaru that is 70 points for students' ability in writing descriptive text.

To score the test the writer use two raters by using the indicators of writing from lesson plan writing rubric assessment. Then to weight the score of rating from the raters, the writer used the following table:

Table III.3
Writing Rubric Assessment

Name:		Class/Number:						
No	Criteria to be assessed	Low performance (0-70)		Good Performance (71-80)		Very Good Performance (81-100)		Score
1.	Text Organization	Doesn't use the correct text organization		Use the correct text organization but has not elaborated the idea		Use the correct text organization and with elaborated idea		
2.	Sentence formation	Use simple sentences		begins to vary simple sentences and compound sentences		Use simple sentences, compound sentences and complex sentences correctly		
3.	Grammar	Too many mistakes		6 until 10 mistakes		Under 5 Mistakes		
4.	Vocabulary	Basic Vocabulary, less precise		Developed vocabulary		Purposefully chosen vocabulary		
5.	Mechanic	Some errors with spelling and punctuation		Mostly effective use of mechanics; errors do not detract from meaning		Effective use of capitalization, punctuation, and spelling		
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline		Write quite neatly, clear submit three from the deadline		Write neatly, quite clear font, submit the work in/on time		
Total score								
Final Score = Total score : 6								

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F. Validity and Reliability of the Test

1. Validity of Test

According to Fraenkel and wallen (2006:150) test validity refers to the appropriateness, meaningfulness, correctness and usefullness of the inferences a the writer makes. In this research uses validity to claim the instruments.

Brown (2004:65) that a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation explained also by Brown that one of criteria for testing a test is validity. A valid test should be appropriate, meaningful, and useful in terms of the purpose of the assessment. The validity has three kinds, they are content validity, criterion validity, and construct validity.

Thus, the test was administed based on the material that the students learned. The material of the test was taken from a textbook and others resources used by tenth grade students of Vocational High School Telkom Pekanbaru

The validity and reliability is related. It is possible for a test to be reliable without being valid for specific purpose, but it is impossible a test to be valid without first being reliable. Hughes (1989:20) states that reliable test is consistent and dependable.

If the same test is given to the same student or matched students on two different, the test should similar result. In this research, to know the reliability of the test, the writer used the raters agreement type concerns with inter rater reliability, because the writer used two raters to score students' writing ability.

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To describe the correlation between scores the first rater and the second rater, the writer calculated it by using SPSS 21. The writer used the categories of reliability that can be seen in the following table Cohen, (2007:..506).

Table III.4
Category of Realibity

No	Realibity	Category
1	>0.90	Very high realible
2	0.80-0.90	Highly realible
3	0.70-0.79	Realibe
4	0.60-0.69	Minimallyrealibe
5	<0.60	Unacceptably low realibility

The result of calculation of reliability can be seen in the table as follows

Table III.5
The Result of Reability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	2

The reliability of the test was 0.931 it is categorized into excellent reliability level. It means the instrumental accuracy involved into good level and this means good for a research.

G. Technique of Analyzing Data

1. Normality of the Test

Before analyzing the data by using paired sample test, the Writer find out the normality of the data. Normality test of the data was analyzed by using Kolmogorov - Smirnov technique with SPSS 21. Analysis : Ho :

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Data is normally distributed H_a : data is abnormally distributed If probability value (sig) > 0.05, H_0 is accepted If probability value (sig) < 0.05, H_0 is rejected

2. Analysis of the Data

The hypothesis was tested to state the effectiveness of using Empirical-abductive model on students' writing ability in vocational high school Telkom pekanbaru. The data analyzed is the result of pre-test and post-test in the experimental class. Paired sample test is used to find out whether the average value of students' writing ability taught by using Empirical-abductive model is better than when they are taught without Empirical-abductive model by using SPSS 21 program.

H_a accepted : $P_v < 0.05$ There is significant effect on students who are taught by using Empirical-abductive model on students' writing ability at the vocational high school Telkom Pekanbaru. H_a rejected : $P_v > 0.05$ There is no significant effect on students who are taught by using Empirical-abductive model on students' writing ability at the vocational high school Telkom Pekanbaru. To identify the level of the effect of using Empirical-abductive model on students' writing ability at Vocational high school Telkom Pekanbaru, it was calculated by using eta squared formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N - 1)}$$

- 01 = small effect
- 06 = medium effect
- 14 = large effect

Cohen 1988 in Pallant (2016, p. 227).

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Statistically the hypotheses are:

$H_a = t_o > t\text{-table}$

$H_o = t_o < t\text{-table}$

Criteria for hypothesis:

- a. H_a was accepted if $t_o > t\text{-table}$ or there was a significant difference before and after of using Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru
- b. H_o was accepted if $t_o < t\text{-table}$ or there was no significant difference before and after of Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru .

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the writer would like to depict the conclusion as follows:

The students' writing ability who are Pre test of using Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru was the students got mean score 60.41 It is concluded that the students' writing ability is categorized as low.

The students' writing ability who are Post test by using Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru was the students got mean score 71.28. It is concluded that the students' writing ability is categorized as good.

From the analysis Paired sample T-test formula, it was found that sig. value is 0.000. It can be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.. In other words, there is a significant effect of using Empirical-abductive model on students' writing ability at vocational high school Telkom pekanbaru.

B. Suggestion

After finding the result of the effect of using Empirical-abductive model on students' writing ability at vocational high school Telkom

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pekanbaru, the writer would like to give some suggestion to the teacher and the other writers.

1. Suggestions for The Teacher of English

The teacher can use Empirical-abductive model as one of the alternative model in teaching and learning process especially in teaching writing ability of descriptive text. Because the advantages of Empirical-abductive model are not only to improve students' writing ability, but also to increase students' critical thinking. Besides, it will be much better to the teacher to enrich their experience in the teaching by using several variation of model to be taught to the students.

2. Suggestions for The Next Researcher

This research is one of the ways to improve the students' writing ability. There are many methods, strategies, technique, and approaches that can be found and can be used to improve students' writing ability. So the writers are expected to find another way to support and improve learning activity.

In conclusion, the writer needs a validation from next researcher that have same topic. It means that Empirical-abductive model can be used in the other school to know the effect in teaching writing. Also, this research can be the relevant research for next research.



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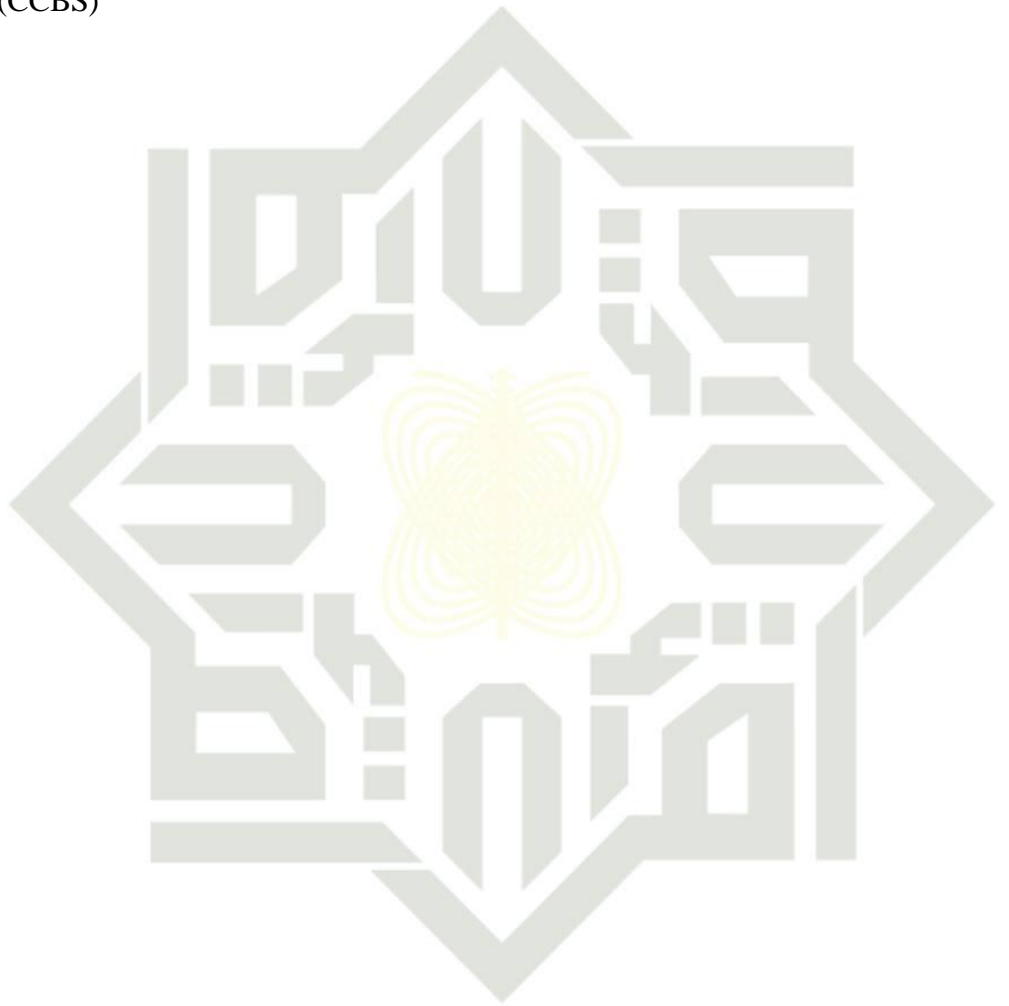
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UIN SUSKA RIAU

PRE TEST

Name :

Class :

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Title :

post test

Name :

Class :

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Title :

PRE TEST

Name : Winda latifa

Class : X Adp

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Borobudur temple

Title: Identification: I am visit to Borobudur temple ~~yearly~~.
Description: Borobudur temple is located in Magelang, Central Java Indonesia. Borobudur is very visited in tourist. It is created by the Gupta artistic culture of India. The temple is constructed on hill 46 m high and consist of eight steps. The temple was built as a place of pilgrimage. This place contains instruction for human to distance themselves from the passions of the, word and toward enlightenment and wisdom according to the Buddha.

for

post test

Name : Despina Dira Lutfi

Class : X Adp

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Title :

Candi Muara Takus

Candi Muara Takus is a Buddhist temple site location in the Takus of Takus village, Obocene XII koto, Kabupaten Kampar, Riau, Indonesia. This site is a mile distance 135 miles from Pekanbaru City.

Takus temple site ^{it's} surround by walls 74 x 74 meter, it made of stone of white stone with high wall \pm 80 cm, outside of his own, outside of the aretic, there is also the size angles of 1,5 x 1,5 km, surround. this complex to the rivers of the right kokawar river. Inside this complex there are some of the temple buildings call the eldest temple the old, the youngest temple, the stupist of stupa and the rare. Say the 7th century, the 9th century even in the 11th century. But this temple is considered to have been there in the golden age of Sriwijaya. So some of the Jarosts consider the region one of the government centers of the Sriwijaya kingdom. The main building in this complex is a great Stupa, which is a huge tower made of bricks and some small stone of yellow stone.

72

PRE TEST

Name : Despina Dira Lutfi

Class : X Adp

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Tittle: Borobudur temple

Borobudur is a Buddhist temple/it was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom Borobudur is located in Magelang, Central Java Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of 8 eight steps like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-shape. The entire upper structure is crowned by a large stupas of the top circle. The way to the summit extends through some 4.0 km of passage and stairways.

81

71

71

71

60

71

post test

Name : MADYA STEVANIE

Class : \hat{x} AOP.

Instruction :

1. Choose the topic and write down, the descriptive text about historical place :
 - a. Muara takus temple
 - b. Siak's palace
 - c. Borobudur temple
2. Write 50 until 75 word
3. Who write less than 50 word, then he/she is not fulfilled the number of word as needed are not included in the research data.

Tittle : Istana Siak Sri Inderapura or Istana Asserayah Hasyimiah. Is the official residence of Sultan Siak's wich began to be built in 1889.

The building consists of two floors. The lower floor is divided into six courtrooms : the guest lounge, the honorary guest room, the male guest room, the guest room for women, one room to the right is the royals courtroom, also used for party rooms. The upper floor is divided into nine rooms, functioning to rests the Sultan and palace Sultan. And the top of the building there are six statues of eagles as a symbols of Courage Palace.

This Palace Complex has an area of arounds 32.000 square meters consisting of 4 Palaces, namely Siak Palace, Istana lima, Padjang Palace, and Mews Palace.

81

71

81

81

81

81

		Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (Between 60-70)	Very Good Performance (More than 70)	Total	Convert	Level of Category
1	ANASTASYA		70			71			73			72								427	71.17	0.00
2	ANI YUSIANA		72			72			73			74			71					433	72.17	0.00
3	ANNISA NURUL	69				71		66			66			67			66			405	67.50	Low Performance
4	DEBI P	69						65			72						66			398	66.33	Low Performance
5	DESPINA DINA		72		63				73					67			66			405	67.50	Low Performance
6	EMBUN SURI	65				72						74			66		63			398	66.33	Low Performance
7	FITRI HANDAYANI	69			60			56			60				71			71		433	72.17	0.00
8	GISSELLA STRASHA		72			72		66			66			60			66		60	361	60.17	Low Performance
9	HIDAYAH ASRI	62			67			62			73			67			66			405	67.50	Low Performance
10	IKA RADETIA		72			72			73			67			65		71		71	433	72.17	0.00
11	KHAIRUNNISA		72			72			73			74			65		63		71	386	64.33	Low Performance
12	LULUK PR	69			63				73			74					71		71	433	72.17	0.00
13	MARDELA		71					65			72						71		71	433	72.17	0.00
14	NADYA STEVANIE		71			72			71			71					63			398	66.33	Low Performance
15	NABILA FAULITA		72			72			71			71						71		427	71.17	0.00
16	NABILA PUTRI	69			63				73			74					71		71	427	71.17	0.00
17	NUR ANDINI		71					65			72				71			71		433	72.17	0.00
18	NUR MARDIAH		71			72			71			71					63			398	66.33	Low Performance
19	PUTRI C	65				72			73			71					71		71	427	71.17	0.00
20	PUTRI SABRINA		73					56				71						71		429	71.50	0.00
21	PUTRI YULIANI		71			72			73			60			60			60		361	60.17	Low Performance
22	RAHMA		71			72			73			74					71		71	434	72.33	0.00
23	SARINA Y		71			72			73			71					71		71	429	71.50	0.00
24	SILVI OK		72			72			71			71					71		71	429	71.50	0.00
25	SILVIA NABILA		72			72			73			74					71		71	427	71.17	0.00
26	SULYS S		71			72			73			74					71		71	433	72.17	0.00
27	SYARIFATUL HAY	55				72			71			71					71		71	433	72.17	0.00
28	WINDA		72		55			56			55				57		56			334	55.67	Low Performance
29	YOLANDA F		72			72			73			74						71		433	72.17	0.00
30	ZISKA N		73			72			73			74						71		433	72.17	0.00
																				434	72.33	0.00

Rater

SISWANDI, S. Pd.I., M. Pd

		Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low Performance (less than 60)	Good Performance (60-70)	Very Good Performance (More than 70)	Low 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an
Rateh
Kurnia, Budyanti, M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Program Pendidikan, meliputi:

Nama Sekolah : SMK Telkom Pekanbaru
Mata Pelajaran : Bahasa Inggris
Komp. Keahlian : Semua Jurusan
Kelas/Semester : X / I
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 9 x 45 Menit

B. Kompetensi Inti (KI)

3. Pengetahuan	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja (<i>Bahasa Inggris</i>) pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Keterampilan	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja (<i>Bahasa Inggris</i>). Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar (KD)

3 KD pada KI Pengetahuan

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya di dunia kerja.

4 KD pada KI keterampilan

4.4. Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang, benda dan tempat.



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- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

Indikator KD 3.4

- 3.4.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait orang, benda dan tempat, sesuai dengan konteks penggunaannya di dunia kerja.

Indikator KD pada KI Keterampilan

- 4.1 Memahami makna teks tulis melalui berbagai macam strategi membaca.
- 4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Tujuan Pembelajaran

Siswa diharapkan mampu :

1. Melalui penggalian informasi peserta didik Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait orang sesuai dengan konteks penggunaannya di dunia kerja secara mandiri.
2. Melalui penggalian informasi peserta didik Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait benda dan tempat sesuai dengan konteks penggunaannya di dunia kerja secara mandiri
3. Melalui diskusi peserta didik memahami makna teks tulis melalui berbagai macam strategi membaca dengan kreatif
4. Melalui diskusi peserta didik mempraktekan menulis teks melalui berbagai macam strategi membaca dengan kreatif
5. Melalui latihan peserta didik menyusun teks deskriptif lisan pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan komunikatif.
6. Melalui latihan peserta didik menyusun teks deskriptif tulisan pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan komunikatif.

E. Materi Pembelajaran

- Definition of Descriptive text
- The purpose of descriptive text
- Generic structure
- The Language Feature of Descriptive Text



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F. Pendekatan, Model dan Metode

- Pendekatan : Scientific Approach
- Model : Discovery Learning
- Metode : Diskusi

G. Rancangan Pembelajaran

1. Pertemuan Kesatu:**)

- Pendahuluan/Kegiatan Awal 13 menit
 - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).
- Kegiatan Inti (102 menit)
 - Peserta didik memperhatikan Gambar yang diberikan guru.
 - Peserta didik bertanya jawab tentang deskripsi bangunan. Bersejarah(candi muara takus)
 - Peserta didik duduk berkelompok (satu kelompok terdiri dari 3 orang).
 - Sebelum membaca teks bacaan peserta didik diminta membaca pertanyaan diatas teks yaitu what do you thing about the place
 - Peserta didikdiminta untuk membandingkan teks 1 dan teks 2
- Penutup (20 menit)
 - Melakukan umpan balik kepada Peserta didik
 - Menindaklanjuti dengan sejumlah pertanyaan.

2. Pertemuan Kesatu:**)

- Pendahuluan/Kegiatan Awal 13 menit
 - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).
- Kegiatan Inti (102 menit)
 - Peserta didik membaca dan memahami teks 1 dan 2 dengan baik.
 - Peserta didik mencari ide pokok ada teks 1 dan teks2.
 - Peserta didik di minta mencari persamaan dan perbedaan antara dua teks tersebut.
 - Peserta didik dipersilahkan secara berkelompok untuk mendemostrasikan hasil diskusi mereka.
 - Peserta didik membandingkan hasil diskusi dengan kelompok lain



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- Penutup (20 menit)
 - Melakukan umpan balik kepada Peserta didik
 - Menindaklanjuti dengan sejumlah pertanyaan.
- 3. Pertemuan Kesatu:**)
 - Pendahuluan/Kegiatan Awal 13 menit
 - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).
 - Kegiatan Inti (102 menit)
 - Guru mempersilahkan siswa secara berkelompok untuk membuat kesimpulan mengenai materi yang dikaji.
 - Siswa secara berkelompok membuat kesimpulan terhadap materi yang dikaji dan menuliskannya dalam lembar notulensi.
 - Penutup (20 menit)
 - Melakukan umpan balik kepada Peserta didik
 - Menindaklanjuti dengan sejumlah pertanyaan.
 - Penugasan Terstruktur (PT):
 - Menentukan masalah kontekstual yang berkaitan dengan descriptive. (yang disiapkan guru).

H. Alat/Bahan dan Media Pembelajaran

- Media : Slide Power Point
- Alat : Whiteboard, marker, Laptop, Projector
- Bahan : -

I. Sumber Belajar

Buku teks pelajaran
Internet

J. Alat/Media/Sumber

- a. Alat Pembelajaran : Papan tulis
- b. Media Pembelajaran : Gambar
- c. Sumber Pembelajaran : Internet, Kamus and Buku Bahasa Inggris

K. Penilaian Proses dan Hasil Belajar

Bentuk :

□ Penilaian pengetahuan : Tes tertulis uraian

Kompetensi Dasar	Indikator (IPK)	Materi	Indikator Soal	Bentuk Tes	Butir Soal
3.4.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks	3.4.1. Menentukan fungsi social deskriptif teks dan meminta informasi terkait orang,benda,tempat 3.4.2. Membedakan fungsi social,struktur teks dan unsure kebahasaan teks deskriptif memberi dan meminta informasi pendek dan sederhana terkait orang,benda,t empat	• Fungsi social,struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana a terkait orang, benda dan tempat sesuai dengan konteks	1. Diberikan sebuah teks deskriptif tentang orang,benda ,tempat,siw a dapat menentukan fungsi sosial 2. Diberikan beberapa teks deskriptif orang,tempa t,peserta didik dapat membedakan n fungsi sosial	Tes tulis	1. What is the social function of the text ? 2. What is the different between social function these texts ?

Writing Rubric Assessment

Name:

Class/Number:

No	Criteria to be assessed	Low performance (0-70)	Good Performance (71-80)	Very Good Performance (81-100)	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and	Use simple sentences, compound	

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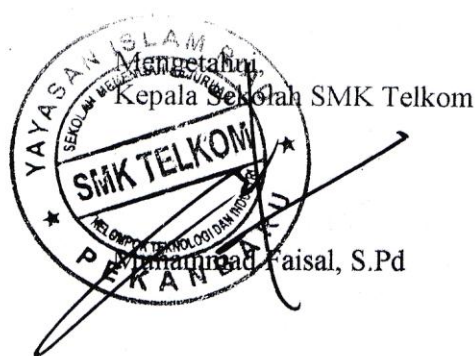
			compound sentences	sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 Mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
Total score					
Final Score = Total score : 6					

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Pekanbaru, Oktober 2019

Guru mata pelajaran

Kartika Apriola, S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Program Pendidikan, meliputi:

Nama Sekolah : SMK Telkom Pekanbaru
Mata Pelajaran : Bahasa Inggris
Komp. Keahlian : Semua Jurusan
Kelas/Semester : X / I
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 9 x 45 Menit

B. Kompetensi Inti (KI)

3. Pengetahuan	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja (<i>Bahasa Inggris</i>) pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Keterampilan	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja (<i>Bahasa Inggris</i>). Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar (KD)

3 KD pada KI Pengetahuan

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya di dunia kerja.

4 KD pada KI keterampilan

4.4. Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang, benda dan tempat.



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- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

Indikator KD 3.4

- 3.4.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait orang, benda dan tempat, sesuai dengan konteks penggunaannya di dunia kerja.

Indikator KD pada KI Keterampilan

- 4.1 Memahami makna teks tulis melalui berbagai macam strategi membaca.
- 4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Tujuan Pembelajaran

Siswa diharapkan mampu :

1. Melalui penggalian informasi peserta didik Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait orang sesuai dengan konteks penggunaannya di dunia kerja secara mandiri.
2. Melalui penggalian informasi peserta didik Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait benda dan tempat sesuai dengan konteks penggunaannya di dunia kerja secara mandiri
3. Melalui diskusi peserta didik memahami makna teks tulis melalui berbagai macam strategi membaca dengan kreatif
4. Melalui diskusi peserta didik mempraktekan menulis teks melalui berbagai macam strategi membaca dengan kreatif
5. Melalui latihan peserta didik menyusun teks deskriptif lisan pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan komunikatif.
6. Melalui latihan peserta didik menyusun teks deskriptif tulisan pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan komunikatif.

E. Materi Pembelajaran

- Definition of Descriptive text
- The purpose of descriptive text
- Generic structure
- The Language Feature of Descriptive Text



F. Pendekatan, Model dan Metode

- Pendekatan : Scientific Approach
- Model : Empirical-Abductive
- Metode : Diskusi

G. Rancangan Pembelajaran

1. Pertemuan Kesatu:**)

- Pendahuluan/Kegiatan Awal 13 menit
 - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).
- Kegiatan Inti (102 menit)
 - Peserta didik memperhatikan Gambar yang diberikan guru.
 - Peserta didik bertanya jawab tentang deskripsi bangunan. Bersejarah(candi Borobudur, Candi Prambanan,etc)
 - Fase Eksplorasi: Guru mengajukan pertanyaan deskriptif, seperti : What you can see in the picture? ; who know what the name of the picture? Where is the picture located?, etc
 - Siswa mengumpulkan data untuk menjawab pertanyaan deskriptif dan menuliskannya di papan tulis
 - Setelah pertanyaan deskriptif di jawab, guru mengajukan pertanyaan kausal, seperti ; can you tell what's in the picture?; how do you the sequence describe form the picture historical place?;etc
 - Siswa menjawab pertanyaan kausal
 - Fase pengenalan konsep : guru meluruskan konsep yang sudah ditemukan siswa dan mengenalkan konsep baru dari descriptive teks dengan cara menghubungkan dengan hasil temuan siswa pada tahap eksplorasi, mulai dari function, generic structure, and language features.
- Penutup (20 menit)
 - Memberi kesempatan pada siswa untuk bertanya tentang kegiatan yang baru saja dilakukan
 - Guru dan siswa bersama-sama menyimpulkan hasil pembelajaran materi descriptive teks.

2. Pertemuan Kedua:**)

- Pendahuluan/Kegiatan Awal 13 menit
 - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).

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- Kegiatan Inti (102 menit)
 - Guru melakukan review terhadap pelajaran sebelumnya.
 - Fase aplikasi konsep : Guru memberikan tugas kepada siswa untuk menulis teks descriptive tentang historical place
- Penutup (20 menit)
 - Guru memberikan kesempatan pada siswa untuk bertanya tentang kegiatan pembelajaran yang baru saja dilakukan

3. Pertemuan Kesatu:**))

- Pendahuluan/Kegiatan Awal 13 menit)
 - Memberikan salam dan berdoa. (*Memumbuhkan karakter relegius*)
 - Mengkondisikan kelas dan pembiasaan. (*Memumbuhkan karakter disiplin*)
 - Mengajukan pertanyaan-pertanyaan tentang materi yang berhubungan dengan Kompetensi Dasar (*Apersepsi*).
- Kegiatan Inti (102 menit)
 - Guru mempersilahkan siswa secara berkelompok untuk membuat kesimpulan mengenai materi yang dikaji.
 - Siswa secara berkelompok membuat kesimpulan terhadap materi yang dikaji dan menuliskannya dalam lembar notulensi.
- Penutup (20 menit)
 - Melakukan umpan balik kepada Peserta didik
 - Menindaklanjuti dengan sejumlah pertanyaan.
 - Penugasan Terstruktur (PT):
 - Menentukan masalah kontekstual yang berkaitan dengan descriptive. (yang disiapkan guru).

H. Alat/Bahan dan Media Pembelajaran

- Media : Slide Power Point
- Alat : Whiteboard, marker, Laptop, Projector
- Bahan :-

I. Sumber Belajar

- Buku teks pelajaran
- Internet

J. Alat/Media/Sumber

- a. Alat Pembelajaran : Papan tulis
- b. Media Pembelajaran : Gambar
- c. Sumber Pembelajaran : Internet, Kamus and Buku Bahasa Inggris

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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K. Penilaian Proses dan Hasil Belajar

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Instrumen
Menulis teks pendek berbentuk descriptive	Tes tertulis	Essay	Make Descriptive text about historical place the topic : 1. Muara takus Temple 2. Borobudur Temple 3. Siak's Palace

Pekanbaru, Oktober 2019

Mengetahui,
Guru Mata Pelajaran



Kartika Apriola, S.Pd

Peneliti



Mutiara Fadhlika



SILABUS MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah

: SMK PEKANBARU

Bidang Keahlian

: Semua Bidang keahlian

Kompetensi Keahlian

: Semua Kompetensi Keahlian

Mata Pelajaran

: BAHASA INGGRIS

Durasi (Waktu)

: 105 JP

KI-1 (Pengetahuan)

:Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan neteknonif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan)

:Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*.Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
2	3	4	5	6
<p>3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai jati diri dan hubungan keluarga</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan meminta dan memberi informasi mengenai jati diri dan hubungan keluarga formal dan tidak formal</p> <p>4.1.1 Menyusun teks lisan dan tulis mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p> <p>4.1.2 Meminta informasi mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang</p>	<p>Teks lisan dan tulis tentang menanyakan dan memaparkan jati diri dan hubungan keluarga</p> <p>a. Fungsi Sosial: Untuk memperkenalkan dan menyebutkan identitas diri dan hubungan keluarga dan untuk mengembangkan komunikasi dan menjalin hubungan interpersonal dengan yang lain</p> <p>b. Struktur Teks:</p> <ul style="list-style-type: none"> - Ungkapan Pembuka - Ungkapan pertukaran informasi tentang jati diri: <ul style="list-style-type: none"> ✓ May I know your name, please? ✓ What is your address? ✓ My name is Ali. ✓ I'm a worker. ✓ I have two sisters and no brother. 	6	<ol style="list-style-type: none"> 1. Mengamati teks tulis dan lisan tentang jati diri dan hubungan keluarga; 2. Menganalisis (mengidentifikasi dan membedakan) fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks tentang jati diri dan keluarga; 3. Dalam kelompok, mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan meminta dan memberi informasi tentang jati diri dan hubungan keluarga; 4. Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan tentang 	<p>a. Pengetahuan:</p> <ul style="list-style-type: none"> - Tes tertulis - Tes lisan - Penugasan - Kinerja - Proyek - Portofolio <p>b. Keterampilan:</p> <ul style="list-style-type: none"> - Penilaian Kinerja - Proyek - Portofolio



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan tesis, dan lain-lain; b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.</p>	<p>tepat sesuai dengan konteks penggunaan</p> <p>4.1.3 Memberi informasi mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>✓ I like cooking and watching movies.</p> <p>- Ungkapan Penutup</p> <p>c. Unsur kebahasaan:</p> <p>- Kosakata terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, dll</p> <p>- Tata bahasa:</p> <p>✓ Pronouns (subjective, objective, possessive, adjectives)</p> <p>✓ Simple Present Tense</p> <p>✓ Linking verbs</p> <p>- Ejaan dan tanda baca yang jelas, rapi dan tepat</p> <p>- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</p>		<p>jati diri dan hubungan keluarga</p> <p>5. Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan jati diri dan hubungan keluarga ke dalam latihan lisan dan tulis dengan tepat sesuai dengan konteks penggunaan</p> <p>6. Menyusun teks lisan dan tulis tentang meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</p> <p>7. Mengkomunikasikan teks tulis dan lisan tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</p>	
	<p>3.2.1 Menyusun fungsi sosial, struktur teks dan unsur kebahasaan dalam teks tulis</p>	<p>Teks lisan dan tulis tentang ucapan selamat</p>	6	<p>1. Mengamati teks tulis dan lisan tentang mengucapkan</p>	<p>a. Pengetahuan:</p> <p>- Tes tertulis</p>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya sesuai konteks penggunaannya.	<p>dan lisan mengenai ungkapan memberikan selamat</p> <p>3.2.2 Membedakan ungkapan memberikan selamat yang formal dan tidak formal</p> <p>4.2.1 Menyusun teks lisan dan tertulis mengenai ungkapan mengucapkan selamat</p> <p>4.2.2 Memberi ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p> <p>4.2.3 Merespon ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>a. Fungsi sosial: Untuk memberi ucapan selamat dan untuk menjaga hubungan interpersonal dengan yang lain</p> <p>b. Struktur Teks:</p> <ul style="list-style-type: none"> - Ungkapan pembuka - Ungkapan pertukaran informasi tentang ucapan selamat : <ul style="list-style-type: none"> ✓ Excellent! ✓ You really did it well, Ali! ✓ I'm so proud of you. - Ungkapan merespon: <ul style="list-style-type: none"> ✓ Thank you. ✓ That's very kind of you. <p>c. Unsur Bahasa:</p> <ul style="list-style-type: none"> - Kosakata: yang terkait dengan topik - Grammar: <ul style="list-style-type: none"> ✓ Adjective: great, fantastic, awesome. ✓ Simple Present Tense 		<p>selamat dan responnya;</p> <p>2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberikan ucapan selamat dan responnya yang terdapat dalam teks;</p> <p>3. Dalam kelompok, mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberikan ucapan selamat dan responnya;</p> <p>4. Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan-ungkapan tentang memberikan ucapan selamat dan responnya;</p> <p>5. Menerapkan penggunaan ucapan selamat dan responnya dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan</p> <p>6. Menyusun teks lisan dan tulis tentang mengucapkan</p>	<p>- Tes lisan</p> <p>- Penugasan</p> <p>- Kinerja</p> <p>- Proyek</p> <p>- Portofolio</p> <p>b. Keterampilan:</p> <p>- Penilaian Kinerja</p> <p>- Proyek</p> <p>- Portofolio</p>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya atau hasil karya atau hasil penelitian, termasuk gambar, foto, dan sebagainya, untuk kepentingan komersial tanpa izin tertulis dari lembaga pemberi hak cipta.</p> <p>2. Pengutipan tidak merugikan hak cipta dan tidak diperjualbelikan.</p> <p>3. Pengutipan untuk tujuan pendidikan atau penelitian, dan untuk tujuan lain yang berkaitan dengan pendidikan, diperbolehkan dengan syarat, sebagaimana tercantum dalam Undang-Undang No. 12 Tahun 2012 tentang Pendidikan Tinggi, dan Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.</p> <p>4.3 Menyusun teks interteks transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan</p>	<p>3.3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan</p> <p>3.3.2 Membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan</p> <p>4.3.1 Menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks</p>	<p>✓ Simple Past Tense</p> <p>- Ejaan dan tanda baca yang jelas, rapi dan tepat</p> <p>- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</p> <p>Teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan</p> <p>a. Fungsi sosial:</p> <p>Untuk menanyakan dan menyatakan niat/rencana melakukan sesuatu tindakan/kegiatan dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain</p> <p>b. Struktur Teks:</p> <p>- Ungkapan pembuka</p> <p>- Ungkapan pertukaran informasi tentang niat melakukan sesuatu:</p> <p>✓ I'm going to continue</p>	6	<p>selamat dan responnya;</p> <p>7. Mengkomunikasikan teks tulis dan lisan tentang ucapan selamat dan responnya dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</p> <p>1. Mengamati teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan</p> <p>2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan tentang niat melakukan sesuatu tindakan/kegiatan yang terdapat dalam teks</p> <p>3. Dalam kelompok, mengumpulkan data tentang fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan niat melakukan sesuatu tindakan/kegiatan;</p> <p>4. Mendiskusikan, membandingkan dan mengelompokkan fungsi sosial, struktur teks dan unsur</p>	<p>a. Pengetahuan:</p> <ul style="list-style-type: none"> - Tes tertulis - Tes lisan - Penugasan - Kinerja - Proyek - Portofolio <p>b. Keterampilan:</p> <ul style="list-style-type: none"> - Penilaian Kinerja - Proyek - Portofolio



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaan.	4.3.2 Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan	<p>my study abroad.</p> <ul style="list-style-type: none"> ✓ I'd like to tell you my educational background. ✓ I will tell you about my new job in Jakarta. <p>- Ungkapan penutup</p> <p>c. Unsur Bahasa:</p> <ul style="list-style-type: none"> - Kosakata yang terkait dengan topik - Tata Bahasa: <ul style="list-style-type: none"> ✓ Future Tense ✓ Modal (Would like to, will, be going to) - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan 		<p>kebahasaan dari ungkapan niat melakukan sesuatu tindakan/kegiatan;</p> <p>5. Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan niat melakukan sesuatu ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;</p> <p>6. Menyusun teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</p> <p>7. Mengkomunikasikan ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan</p>	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam	Teks deskriptif lisan dan tulis tentang orang, benda dan tempat	12	1. Mengamati teks lisan dan tulis tentang teks	<p>a. Pengetahuan:</p> <p>- Tes tertulis</p>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
<p>teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang, benda dan tempat.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis pendek dan sederhana, terkait orang, benda dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>4.4.1 Menyusun teks tulis dan lisan mengenai deskriptif sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</p> <p>4.4.2 Mengkomunikasikan secara lisan dan tulis teks deskriptif terkait orang, benda dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>a. Fungsi sosial:</p> <p>Untuk mendeskripsikan orang, benda dan tempat dan untuk mengembangkan komunikasi interpersonal dengan yang lain</p> <p>b. Struktur Teks:</p> <p>Descriptive text:</p> <ul style="list-style-type: none"> - Identification - Description <p>c. Unsur Kebahasaan:</p> <ul style="list-style-type: none"> - Kosakata yang terkait dengan topik - Grammar: <ul style="list-style-type: none"> ✓ Noun phrase ✓ Adjective ✓ Simple Present Tenses ✓ Linking verbs - Ejaan dan tanda baca yang jelas dan rapi. - Ucapan, tekanan kata& intonasi yang tepat ketika mempresentasikan secara lisan 		<p>deskripsif terkait orang, benda dan tempat;</p> <p>2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif terkait orang, benda dan tempat;</p> <p>3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif terkait orang, benda dan tempat</p> <p>4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, benda dan tempat;</p> <p>5. Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, benda dan tempat ke dalam latihan lisan dan tulis dengan</p>	<p>- Tes lisan</p> <p>- Penugasan</p> <p>- Kinerja</p> <p>- Proyek</p> <p>- Portofolio</p> <p>b. Keterampilan:</p> <p>- Penilaian Kinerja</p> <p>- Proyek</p> <p>- Portofolio</p>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun</p>				<p>tepat sesuai dengan konteks penggunaan;</p> <p>6. Menyusun teks lisan dan tulis tentang teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;</p> <p>7. Mengkomunikasikan secara lisan dan tulis ungkapan mengenai teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</p>	



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/1714/2019
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 25 Januari 2019

Kepada
Yth. Kepala Sekolah
SMK TELKOM PEKANBARU
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MUTIARA FADHLIKA
NIM : 11513203729
Semester/Tahun : VII (Tujuh)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005



YAYASAN ISLAM RIAU
SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM
PEKANBARU

Alamat : Jl. Melati - Jl. Esemka No. 5, Kec. Tampan, 1 Km Dari Stadion Utama - Pekanbaru
Telepon : (0761) 589186 Fax. (0761) 589186 - Email : smktelkomku@yahoo.com

Pekanbaru, 06 Februari 2019

Nomor : 068/SMK-T/YIR/II/2019
Hal : **Izin Melakukan Pra Riset**

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di-
Pekanbaru

Dengan hormat.

Menindak lanjuti surat saudara Nomor: Un.04/F.II.4/PP.00.9/1714/2019 tanggal 25 Januari 2019 tentang Mohon Izin melakukan Pra Riset atas nama:

Nama : MUTIARA FADHLIKA
NIM : 11513203729
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Maka dengan ini kami memberikan izin guna mendapatkan data yang berhubungan dengan Program Study yang bersangkutan dan dalam pelaksanaan Pra Riset tersebut kami beri waktu kepada yang bersangkutan selama 6 minggu sejak surat ini dikeluarkan.

Demikianlah surat ini kami sampaikan atas perhatian dan kerjasama saudara kami ucapkan terima kasih.



Kepala Sekolah

Muhammad Faisal, S.Pd



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/15099/2019
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 15 Oktober 2019 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MUTIARA FADHLIKA
NIM : 11513203729
Semester/Tahun : IX (Sembilan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE EFFECT OF EMPIRICAL-ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU

Lokasi Penelitian : SMK TELKOM PEKANBARU

Waktu Penelitian : 3 Bulan (15 Oktober 2019 s.d 15 Januari 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



YAYASAN ISLAM RIAU SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM PEKANBARU

Alamat : Jl. Melati - Jl. Esemka No. 5, Kec. Tampan, 1 Km Dari Stadion Utama - Pekanbaru
Telepon : (0761) 589186 Fax. (0761) 589186 - Email : smktelkomku@yahoo.com

SURAT KETERANGAN RISET

Nomor : 007/SMK-Tel/YIR/TU/XI/2019

Yang bertanda tangan dibawah ini Kepala SMK Telkom Pekanbaru, dengan ini menerangkan bahwa :

Nama : MUTIARA FADHLIKA
NIM : 11513203729
Fakultas : Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU
Pekanbaru
Jenjang : S1
Alamat : Pekanbaru

nama yang disebut diatas diizinkan melakukan Penelitian di SMK Telkom Pekanbaru terhitung tanggal 31 Oktober s/d 19 November 2019 dengan judul:

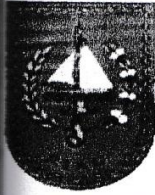
"THE EFFECT OF EMPIRICAL - ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU"

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 19 November 2019

Kepala Sekolah

Muhammad Faisal, S.Pd



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/27148
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET DAN
PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/15099/2019 Tanggal 15 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | MUTIARA FADHLIKA |
| 2. NIM / KTP | : | 115132037290 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE EFFECT OF EMPIRICAL - ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU |
| 7. Lokasi Penelitian | : | SMK TELKOM PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 28 Oktober 2019



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 31 OCT 2019

No : 800/Disdik/1.3/2019/12580
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMK Telkom Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/27148 Tanggal 28 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **MUTIARA FADHLIKA**
NIM : 115132037290
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **THE EFFECT OF EMPIRICAL &NDAS;ABDUCTIVE MODEL ON STUDENTS&RSQUO; WRITING ABILITY AT VOCATIONAL SEKOLAH MENENGAH KEJURUAN TELKOM PEKANBARU**

Lokasi Penelitian : **SMK TELKOM PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUPENDRA, SE

Penyidik

NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 12 NOV 2019

No : 800/Disdik/1.3/2019/12887
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMK Telkom Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/27148 Tanggal 28 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **MUTIARA FADHLIKA**
NIM : 115132037290
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **THE EFFECT OF EMPIRICAL- ABDUCTIVE MODEL ON STUDENTS' WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU**

Lokasi Penelitian : **SMK TELKOM PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

Atas KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

R. ARIYU SOHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian : Proposal
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizky Gushendra, M.Ed
 - a. Nomor Induk Pegawai (NIP) : 19920828 200801 1008
3. Nama Mahasiswa : Mutiana Fadhlila
4. Nomor Induk Mahasiswa : 11513203729
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	25/2-2019	Bimbingan Judul.		
2	26/2-2019	Latar belakang		
3	4/3-2019	Operational concept		
4	11/3-2019	rubric Assesment.		
5	21/3-2019	Bimbingan Proposal 1		
6	29/3-2019	Bimbingan Proposal 2 (revisi)		
7	5/4-2019	Acc for proposal		

Pekanbaru, 5 April 2019
Pembimbing,

Rizky Gushendra, M.Ed
NIP. 19920828 200801 1008



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

ma
mor Induk Mahasiswa
ri/ Tanggal
ul Proposal Penelitian

. MUTIARA FADHLIKA
: 1151 3203 729
: Kamis, 16 Mei 2019
: The Effect of Empirical-abductive Model on Students'
Writing Ability at Vocational High School Telkom Pekanbaru

URAIAN PERBAIKAN	
1.	Make Empirical - abductive model clear
2.	Revise the research problem
3.	Revise the formulation of problem
4.	Add rational theory related to the research
5.	Revise the operational concept
6.	Revise the research method
7.	Revise the technique of collecting data

Penguji I

Dr. H. Bukhori. M.Pd

Pekanbaru, 8 July 2019
Penguji II

Kurnia Budiyanti, M.Pd

te:

ngan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki
posal mahasiswa yang dibimbing



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa

MUTIARA FADHLIKA

Nomor Induk Mahasiswa

1151 3203 729

Hari/Tanggal Ujian

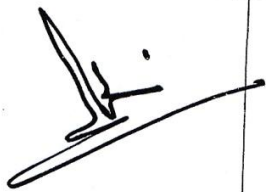

16 May 2019

Judul Proposal Ujian

The Effect of Empirical - abductive model on
Students' Writing Ability at Vocational High
School Telkom Pekanbaru.

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. H. Bukhori, M. Pd	PENGUJI I		
2.	Kurnia Budiyanti, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Alimuddin, M. Ag.
NIP. 19660924 199503 1 002

Pekanbaru, 8 July 2019
Peserta Ujian Proposal



Mutiara fadhluka
NIM. 1151 3203 729



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/17259/2019
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 25 November 2019

Kepada
Yth. Rizky Gushendra, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MUTIARA FADHLIKA

NIM : 11513203729

Jurusan : Pendidikan Bahasa Inggris

Judul : THE EFFECT OF EMPIRICAL-ABDUCTIVE MODEL ON STUDENTS'
WRITING ABILITY AT VOCATIONAL HIGH SCHOOL TELKOM
PEKANBARU

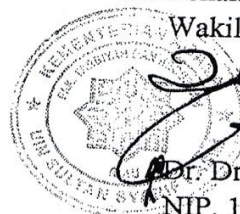
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

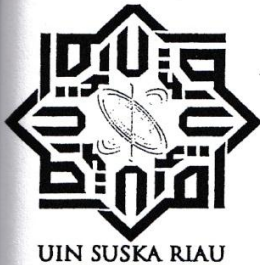
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian : Skripsi
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizky Gushendra M.Ed
 - a. Nomor Induk Pegawai (NIP) : 19820828 200801 1008
3. Nama Mahasiswa : Mutiara Fadhlika
4. Nomor Induk Mahasiswa : 1151 3203 729
5. Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
20 / 11 / 2019	Instrument Abstrak		
23 / 11 / 2019	Chapter 3		
25 / 11 / 2019	Chapter 4		
29 / 11 / 2019	Chapter 4		
4 / 12 / 2019	Chapter 5 & keseluruhan		
11 / 12 / 2019	Acc Skripsi		

Pekanbaru, 11 - Desember - 2019
Pembimbing,

Rizky Gushendra, M.Ed
NIP. 19820828 200801 1008

Documentation

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Hak C
1. Dil



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Mutiara Fadhlika is the second daughter of Mr. Muhammad Nala HMA and Mrs. Elya Muchlina. She was born in Pekanbaru, April 28th, 1998. She lives at Jl. Kayangan Pekanbaru. On 2009, She graduated from SDN 030 Pekanbaru. On 2012, She finished her study at SMPN 32 Pekanbaru and continued to MAN 1 Pekanbaru. She graduated from MAN 1 Pekanbaru on 2015.

On 2015, She was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2018, she did KKN (Kuliah Kerja Nyata) program in Muara Fajar Barat Pekanbaru. Then, she did teaching practice (PPL) program at SMKN 2 Pekanbaru on September 2018.

She followed the final examination of her thesis which entitled, "The Effect of Empirical-abductive Model on Students' Writing Ability at Vocational High School Telkom Pekanbaru"